Bloom's Taxonomy

I. KNOWLEDGE (drawing out factual answers, testing recall and recognition)

who	where	describe	which one
what	how	define	what is the best one
why	match	choose	how much
when	select	omit	what does it mean

II. COMPREHENSION (translating, interpreting and extrapolating)

state in your own words	classify	which are facts
what does this mean	judge	is this the same as
give an example	infer	select the best definition
condense this paragraph	show	what would happen if
state in one word	indicate	explain what is happening
what part doesn't fit	tell	explain what is meant
what expectations are there	translate	read the graph, table
what are they saying	select	this represents
what seems to be	match	is it valid that
what seems likely	explain	show in a graph, table
which statements support	represent	demonstrate
what restrictions would you add		

III. APPLICATION (to situations that are new, unfamiliar or have a new slant for students)

predict what would happen if	explain
choose the best statements that apply	identify the results of
judge the effects	select
what would result	tell what would happen
tell how, when, where, why	tell how much change there would be

IV. ANALYSIS (breaking down into parts, forms)

distinguish	what is the function of
identify	what's fact, opinion
what assumptions	what statement is relevant
what motive is there	related to, extraneous to, not applicable
what conclusions	what does author believe, assume
make a distinction	state the point of view of
what is the premise	state the point of view of
what ideas apply	what ideas justify conclusion
what's the relationship between	the least essential statements are
what's the main idea, theme	what inconsistencies, fallacies
what literary form is used	what persuasive technique
implicit in the statement is	

V. SYNTHESIS (combining elements into a pattern not clearly there before)

create	how would you test	make up
tell	propose an alternative	compose
make	solve the following	formulate
do	plan	how else would you
choose	design	state a rule
develop		

VI. EVALUATION (according to some set of criteria, and state why)

appraise	what fallacies, consistencies, inconsistencies appear
judge	which is more important, moral, better, logical, valid, appropriate
criticize	find the errors
defend	compare